

*The preservice teacher
knows the discipline...*

Journalism Education

(Grades 9 - 12)

Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

The Journalism Education competencies have been developed to correlate with the following documents:

Missouri’s Show-Me Standards, abbreviated as:

SS 6 = Social Studies section, statement 6

CA 1,4 = Communication Arts section, statements 1 and 4

G 3.1-3.4 = Goal number 3, statements 1 through 4

Missouri’s minimum requirements for Journalism Education certification, effective September 1, 1997, abbreviated as:

CR 1 = Certification Requirement 1

1. Press Rights and Responsibilities (SS 1, 6; G 4.2-4.3; CR 3, 4)	<ul style="list-style-type: none"> · Rights of student and professional journalists under the First Amendment; · Ethics and responsibilities of the student and professional press; · Basic mass media law; and <i>Including, but not limited to, libel, obscenity, privacy, disruption, prior restraint, censorship, access to information, copyright, advertising, plagiarism, photojournalism and FCC regulations.</i> · News values, objectivity, fairness and community standards.
2. News Gathering and Reporting (CA 1, 3, 5; G 1.1-1.10, 2.1-2.7; CR 1, 2)	<ol style="list-style-type: none"> 1. Generating and assessing the importance of story ideas; 2. Establishing and developing news beats; 3. Using unimpeachable sources; 4. Gathering and evaluating information; <i>Including, but not limited to, gathering information through interviewing; polls, surveys and similar research techniques; and other primary and secondary resources.</i> 5. Writing styles and elements; <i>Including, but not limited to, news, editorials, features, sports, columns, investigative articles, headlines and captions.</i> 6. How and when to include effective quotes and paraphrasing; 7. Editing and evaluating writing for news value, style, grammar and quality; and 8. Differences in writing for various news media. <i>For example, newspaper, yearbook, and broadcasting.</i>
3. Photojournalism * (CA 5; G 2.1-2.7; CR 6) * <i>Photojournalism as used within this</i>	<ol style="list-style-type: none"> 1. Ethics of photojournalism; 2. Elements of photocomposition; 3. Different types of photography; <i>For example, action, sports, and group portrait.</i> 4. Use of cameras; and <i>For example, lenses, lighting, film speed and color</i>

The beginning (preservice) journalism teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<i>as used within this document, includes still, video, film, and digital photography.</i>	<i>vs. black and white.</i> 5. Photoediting. <i>For example, developing, printing, chemicals, papers, cropping, types of films, and darkroom safety.</i>
4. Electronic Journalism (CA 1, 4, 6; G 1.1-1.8; CR 1)	1. Writing and production for electronic media; and <i>For example, stories, commercials, and technical aspects.</i> 2. Interviewing skills and techniques; <i>For example, voice, body, performance, and camera position.</i>
5. Mass Media in Society (CA 5-6; SS 1, 6; G 4.2-4.4, 4.8; CR 4)	1. The history of journalism, the significance of the First Amendment, and the role of journalism in society; 2. The place of the mass media in society; <i>Including, but not limited to, newspapers, magazines, alternative press, radio, television, wire services, cable and Internet.</i> 3. Strategies for facilitating discussion concerning media ethics and criticism; and 4. Career opportunities in journalism.
6. Design (G 1.4, 1.8, 2.1, 2.7; CR 6)	1. Effective principles and techniques of newspaper, magazine, web page, advertising, television program, and other visual media design; 2. Principles and terminology related to publication design and production; and <i>For example, computer-aided design, signatures/flats, paper, PMTs/halftones, paste-ups, and dummy.</i> 3. Resources available for designing and producing electronic media.
7. Management Skills for Publications Advisors (SS 6, CA 5-6; G 1.2, 1.5-1.7, 2.3, 3.1-3.2, 3.4, 3.6,	1. Rights and responsibilities of the teacher as advisor, students, and school administrators; 2. Strategies for maintaining the integrity of the media outlets while developing relationships with the school and the community; <i>For example, contacts with the Student Press Law Center, professionals, state and national critique</i>

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4.2-4.6; CR 5)	<p><i>Center, professionals, state and national critique services, and peer professionals.</i></p> <ol style="list-style-type: none">3. Student staff organization and management, scheduling time to meet deadlines, and fostering interpersonal skills;4. Strategies to assess the effectiveness of publications; and <i>For example, surveys and contests.</i>5. Strategies for developing editorial and advertising policies of the various media outlets.
8. Business Skills for Publications Advisors (G 3.1-3.8; CR 5)	<ol style="list-style-type: none">1. Strategies for balanced budget development for publications programs; and <i>Including, but not limited to bookkeeping, purchasing, inventory practices, bid specifications, and vendor contracts.</i>2. Strategies for advertising, marketing, and distribution.

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Development Committee

1. Carol Atkinson, Central Missouri State University
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3. Peter Hasselriis, University of Missouri-Columbia
4. Mary Jo Hornaday, St. Joseph Public Schools
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